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ABSTRACT

The development of high school Japanese language programs (JLPs) in Oregon has been remarkable since the 1980s. However, high school students educated in Japanese face problems of articulation as they enter the JLP at the University of Oregon. Because little attention has been paid to the problem of articulation, a study of these students' problems is necessary. This thesis presents statistical and analytical interpretations of the situation, focusing on how high school students function in high school JLPs and how high school Japanese educated students perform in college. Survey data were collected from students and teachers in Oregon: 48 students in the University of Oregon Japanese program who had received high school Japanese instruction, 7 high school Japanese language teachers, and 516 high school students enrolled in JLPs. Interviews were then conducted with University of Oregon students with high school Japanese education, five university Japanese language instructors, and three high school Japanese language teachers. Data showed that at the University of Oregon, academic enthusiasm and motivation of high school Japanese educated students were higher than those of college level beginners. Speaking was emphasized to a greater extent at the university than in the high school JLPs, and problems faced by high school Japanese educated students in the college program were primarily in speaking. Lack of textbooks, poor teacher qualification, and lack of course variety were cited as problems. Areas for future investigations include communication between high school and college educators as a means of resolving articulation problems, teacher training collaboration, and mandatory placement tests. Appendices contain a list of the 10 largest high school Japanese programs in Oregon in 1990 and a list of teaching methods. (JP)

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ARTICULATION PROBLEMS OF THE JAPANESE LANGUAGE PROGRAMS BETWEEN HIGH SCHOOLS IN OREGON AND THE UNIVERSITY OF OREGON

by

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FL021 302

A THESIS

Presented to the Interdisciplinary Studies Program:
Asian Studies
and the Graduate School of the University of Oregon
in partial fulfillment of the requirements
for the degree of
Master of Arts

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An Abstract of the Thesis of

Kyoko Toriyama for the degree of Master of Arts

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The development of high school Japanese language programs in the state of Oregon has been remarkable since the 1980s. High school Japanese language educated students, however, face problems of articulation as they enter the Japanese language program at the University of Oregon. Because little attention has been paid to the problem of articulation, a study of their problems is necessary to improve the situation and achieve more satisfactory results. Supported by high school teachers and university instructors' interpretations, this thesis presents both statistical and analytical interpretations of the situation, focusing on how high school students function in high school Japanese language programs and how high school Japanese educated

students perform in college. It is hoped that this thesis will contribute to a deeper understanding of articulation problems between high schools in Oregon and the University of Oregon.

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CHAPTER I

INTRODUCTION

The rapid increase of Japanese language programs at the high school level in the United States is significant. Between 1986 and 1990, the number of programs being offered expanded from one hundred to nearly seven hundred (Japan Foundation, personal communication, 1990). An absolute number-wise increase in the number of high school Japanese language programs during the 1990s does not seem unrealistic (Makino, 1988).

Studying the expansion of Japanese language education in U.S. high schools is meaningful for two reasons: First, it is an early opportunity for high school students to learn a relatively difficult language (Japanese); and second, it monitors the crucial status of Japanese language instruction in relation to the already established educational status of Spanish, French, or German at the high school level (Makino, 1988).

A smooth transition from high school to college level Japanese language instruction is a serious issue, especially since the early 1980s when nearly one out of two high school students entered college directly after graduation (Maeroff,

1983). Understanding the links between the Japanese programs in high schools in Oregon and those of the University of Oregon is no exception.

Students with high school Japanese language training face many problems in adapting to the Japanese program at the University of Oregon. For example, students who have studied Japanese in high school receive too little recognition upon entrance to the university. Thus, there is no specifically designed higher-level course for these previously trained students. Students entering the university who score too low on the placement test for second year Japanese must enroll in first year Japanese. The only alternative is the Accelerated Japanese Program, which covers both first and second year levels, but even this course is basically beginning Japanese for students who have had virtually no previous training.

A satisfactory solution needs to be developed by the university Japanese language program for the identification and special acknowledgement of students who have received high school training in Japanese. Otherwise, the predicted "remarkable growth" in the 1990s for high school Japanese language programs may not be realized.

To remedy this problem in the state of Oregon, it is important to understand the situation facing students who have received high school Japanese instruction and who are

enrolled in the University of Oregon Japanese language program. To find a solution, an in-depth investigation of the entire situation becomes important. Thus, the following quantitative and qualitative methods are applied to draw certain conclusions which can be analyzed based on the multiple data concerning the problems of transition between high school and university:

Three types of surveys are necessary to support the quantitative approach: (a) an account of the University of Oregon Japanese language students with high school training; (b) an analysis of Oregon high school teachers' opinions about high school Japanese language education; and (c) an analysis of high school Japanese language students' views in Oregon.

The qualitative approach employs interviews with three kinds of subjects: (a) university students; (b) university professors; and (c) high school teachers. This approach allows investigation at a more individualized level.

Through surveys and interviews, this thesis examines the complex problems encountered both by high school Japanese programs in Oregon and by the University of Oregon Japanese language program. After analyzing and discussing these complicated problems, strategies intended to improve the articulation between the two are proposed. The following chapter outlines the history and development of Japanese

language programs in the United States and in Oregon in particular. The discussion of both high school and university level Japanese language programs reveals many simultaneous developments.

Chapter III analyzes the problems and findings faced by University of Oregon first year Japanese language students after finishing high school Japanese language education. The chapter also analyzes the opinions of Oregon high school Japanese language teachers and high school Japanese language students. This aims to find bottom line problems and ideas about high school-university articulation in Oregon regarding the University of Oregon.

Chapter IV delineates the field research conducted to identify and analyze the problems in 1991. Qualitative research done through interviews contribute to the discussion, which suggests methods to improve and smooth the transition from high school-to-college.

Chapter V summarizes the findings and offers recommendations for over-all improvement in the high school and University of Oregon Japanese language programs.

Chapter VI concludes the report by summarizing the findings and suggestions presented in the preceding chapters.

CHAPTER II

HISTORY OF JAPANESE LANGUAGE INSTRUCTION IN THE UNITED STATES

In 1971, for the first time since World War II, the United States experienced an international trade deficit of $2.7 billion, and the 1978 trade deficit was a ten-fold increase ($28.5 billion) over 1971 (Simon, 1980). Thus, there has been growing concern over ways to increase international business opportunities to regain U.S. market share. To enhance international awareness and increase international trade to accelerate the U.S. economy, the importance of foreign languages as a business tool in international communication attracted attention (President's Commission, 1979). It is now recognized as detrimental to the U.S. economy for Americans, who live in a global society, to be incompetent in foreign languages (Lambert, 1987). In 1987, only one out of twenty public high school graduates was proficient in a foreign language, and less than 18% of colleges had a foreign language entrance requirement (Lambert, 1987). To improve this situation, effective teaching of foreign

languages in high schools and universities in the United States is essential.

U.S./Japan Relations: Creating the Need for Japanese Language Education

Since the early 1980s, as an increasing number of Japanese automobile manufacturers, banks, and real estate investors began to operate their businesses in the U.S., the importance of a close U.S./Japan relationship became more apparent (Franz & Collins, 1989). Although U.S. business, especially the automobile industry, suffered severe setbacks, new job opportunities for Americans are now being made available by Japanese corporations. Regarding the U.S. trade deficit, it is vital for the United States to export more of its products to Japan.

The Oregon Governor's Commission on Foreign Language and International Studies, appointed by then-Governor Atiyeh, issued a report in August 1982 which emphasized more study of foreign language at all levels and better training in the international dimensions of business (Oregon Governor's Commission, 1982, p. iii). The statements that "without some minimal exposure to foreign language, they [college students] will lack a key dimension in dealing with international and intercultural concepts" (p. 16) stressed the need

for immediate action by the Oregon Governor's Commission of Foreign Language and International Studies.

Consequently, in 1983, the Oregon International Council (1984) was founded to help alleviate this problem. To enhance Pacific Basin awareness, the "Asian-Pacific Studies Consortium" also held workshops for teachers of Japanese. They began collecting audiovisual materials for Asian language courses and assisted in the development of study programs and workshops in Asia for education majors. One workshop, called "East Asia in the Classroom," provided a series of seminars on Japan for elementary and secondary school teachers and invited fifteen Oregon teachers to visit Japan for six weeks in the summer of 1985. Another workshop, "Oregon and the World," created a slide/tape documentary that followed the economic exchange of Oregon wheat sold to Japanese customers and Japanese automobiles sold to Oregon consumers (Oregon International Council, 1984). Considering the developing close relationship, these attempts to increase understanding of Japan in the State of Oregon have been indispensable. Continued efforts by the Council have contributed much to the development of the Japan/Oregon community.

The Increase in High School Japanese Language Programs in the United States

Both public and private Japanese language education in U.S. high schools increased seven times between 1986 and 1990 (Japan Foundation, personal communication, 1990). Unfortunately, it is difficult to obtain an accurate count of students in high school Japanese programs during that period. According to the report on Foreign Language Enrollment in public secondary schools published in the fall of 1987 by the American Council on the Teaching of Foreign Languages (ACTFL) (Dandonoli, 1987), the number of students taking secondary school Japanese in Oregon public high schools was only 169 (see Table 1). According to the report entitled "Public Precollege Japanese Language Enrollments in Oregon," published in May 1985 by the Oregon Department of Education, there were 810 students. Given that the ACTFL admits the incomplete nature of this survey, refer to the Association of Teachers of Japanese (ATJ) and the National Foreign Language Center's report, Japanese Language Instruction in the United States: Resources, Practice, and Investment Strategy (Jorden & Lambert, 1991).

Statistics provided by the National Foreign Language Center offer another source of information for high school Japanese language research in the United States. Although data show the number of high school Japanese language

Table 1. Sample Enrollment of Secondary School Japanese Language Programs in 1985, by State, Grades 7 to 12

State	Number of Students
Hawaii	7,726
New York	1,037
California	967
Alaska	781
Oregon	169
Wisconsin	111
Minnesota	81
Georgia	44
Virginia	24
Iowa	21
Texas	13
Total	10,974

Source: Derived from Dandonoli, 1987.

programs rather than enrollments, the information is useful in analyzing the situation. Table 2 indicates the number of programs being offered nationwide. Note that Oregon ranks second for the number of programs being offered.

Oregon High School Japanese Programs

High school Japanese language programs began in Oregon in 1980. Following the 1982 report by the Oregon Governor's Commission on Foreign Language and International Studies,

Table 2. Number of High School Japanese Language Programs in the United States in 1991

State	Number of Programs
Washington	101
Oregon	43
Indiana	42
Hawaii	40
Ohio	39
California	31
New York	30

Source: Derived from Jorden & Lambert, 1991.

several activities were initiated to enhance global education in the state, as mentioned above. According to the survey on high school Japanese language programs published by the Japanese Language Teachers Network, by 1989 there were 36 high schools in Oregon with Japanese language programs (Shenk, 1989). This number was the second largest in the United States, following the state of Washington, which offered 64 programs.

Table 3 shows fall term enrollment figures from 1980 to 1991, as published by the Oregon Department of Education (1992). More than a thousand students have studied Japanese in Oregon high schools since 1986. In 1987, 60% of those students were enrolled in first year courses and 30% were in second year courses.

Table 3. Japanese Language Enrollment in Oregon's Public Schools, 1980-91

Year	Year in Program 1	2	3	4	5	Total (% Change)	Number of Schools
1980-81	15	--	--	--	--	15	1
1981-82	19	5	--	--	--	24 (+60%)	1
1982-83	20	10	--	--	--	30 (+25%)	1
1983-84	171	12	--	--	--	183 (+510%)	4
1984-85	421	69	--	--	--	490 (+68%)	12
1985-86	583	198	29	--	--	810 (+65%)	26
1986-87	733	220	86	13	--	1,052 (+30%)	26
1987-88	609	312	73	41	10	1,045 (-1%)	26
1988-89	708	335	126	29	1	1,199 (+15%)	--
1989-90	950	385	157	55	1	1,548 (+30%)	40
1990-91	1,364	519	188	93	3	2,167 (+40%)	52

Source: Derived from Oregon Department of Education, 1992.

High school Japanese language programs in Oregon continue to grow. A five year curriculum is offered at Portland's Lincoln High School, the first Oregon high school to offer a Japanese language program. Although the number of students at the fifth year level is still small, it is important to note the growth in relationship to the rising level of high school Japanese language programs as a whole in Oregon. Regarding the transition between high school and

college level Japanese programs, the growing enrollment in high school programs is reassuring, considering the overall picture.

Despite the success in increasing Japanese language programs in high schools in Oregon, a majority of teachers have only temporary certificates. One cause of this lack of certified teachers is the insufficient number of teacher-training programs offered by universities. In the fall of 1990, Pacific University, Forest Grove, Oregon, was offering the only Japanese teacher-preparation program in the state of Oregon. As yet, only one person has completed this program. This problem is discussed in more detail in Chapter V.

University Japanese Language Programs in the United States

Enrollment figures for college Japanese language programs in the U.S. showed a remarkable increase from 1983 to 1986. The 16,127 registrants in 1983 increased to 23,454 in 1986, a 45.4% increase (Modern Language Association, personal communication, 1990). This enrollment expansion demonstrated the growing interest among students in learning Japanese.

Jorden's 1976 report, compiled to analyze Japanese Language Studies in the United States, indicated a narrow but

strong inclination for scholarly learning of Japanese at that time. University faculty expected students to learn Japanese as a means of displaying scholarship as well as to communicate freely as Japanese "specialists" (Jorden, 1976). A need to handle international business communications while speaking Japanese did not then exist. However, as the U.S. endeavored to increase its exports and international trade opportunities with Japan, motives for learning Japanese changed. Now, more than ever, during the past two decades, the study of Japanese has been transformed from a somewhat exotic scholarly pursuit into the acquisition of a practical skill with significant economic utility (Coulmas, 1989).

Kataoka's 1986 study of Japanese language students at three U.S. universities showed that the leading motive to learn Japanese, supported by 54% of students surveyed, was that "Japanese language study is definitely related to one's career goal." Thirty-one percent also responded that "Japanese language study may be related to one's career goals." In addition, 85% said that "Japanese is related to one's career goals at least to a certain extent," indicating some career-related motive (Kataoka, 1986).

Other, non-career-oriented motives given were: "Interested in Japanese culture," "Linguistic curiosity," and "Wanted to do something different" (Kataoka, 1986). Unlike the traditional academic motive to study Japanese outlined

in Jorden's 1976 report, where students were oriented toward academic goals, by 1986, the career-related motive dominated, with new incentives including curiosity and interest in something different evolving.

The Japanese Language Program At the University of Oregon

The tendency of increasing enrollment in college level Japanese language programs is evidenced in the state of Oregon, as well. The University of Oregon has overseen the development of a relatively large undergraduate program.

Table 4 shows University of Oregon enrollment figures in Japanese language programs from 1984 to 1992, as reported by the Department of East Asian Languages and Literatures at the University of Oregon. Enrollment figures are shown in one column which shows enrollment in Japanese language courses only. The largest enrollment increase (28%) was recorded in 1986. The decrease in the number of first and second year Japanese students at the University of Oregon since 1989 was caused by fewer freshmen being admitted (3,000 scaling down to 2,000 in 1989). In 1990, there were 393 students studying Japanese. Due to budget cuts in the 1991-92 academic year, twelve first year Japanese sections were reduced to nine. This resulted in a decrease to 172 students for first year enrollment, a 10% decrease in the

Table 4. University of Oregon Japanese Program Enrollment Figures, Fall Terms, 1984-92

Year	Year in Program 1	2	3	4	5	Total Language (% Change)
1984-85	133	35	19	10	--	197
						(+26%)
1985-86	167	55	--	26	--	248
						(+28%)
1986-87	197	73	29	18	--	317
						(+5%)
1987-88	215	80	33	4	--	332
						(+11%)
1988-89	236	85	35	9	5	370
						(+13%)
1989-90	231	107	56	13	11	418
						(-6%)
1990-91	218	83	63	23	6	393
						(-10%)
1991-92	172	90	51	30	11	354

Source: Derived from information provided by the Department of East Asian Languages and Literatures, University of Oregon, Eugene, 1992.

total Japanese language program. The recent tendency to have a greater variety of motives for enrolling in Japanese language programs (as shown by Kataoka's 1986 study) also occurred at the University of Oregon (shown in the data based on first year Japanese classes gathered by Kataoka in 1989; see Table 5).

As seen in Table 5, in 1989, business and economics were the most popular majors among first year Japanese language students at the University of Oregon, averaging 32.7% of the 171 first year students with declared majors. East

Table 5. University of Oregon First Year Japanese Students' Major Field of Study, September 1989

Major	Number of Students	Percentage
1. Business & Economics	56	32.7
2. Journalism	16	9.4
3. Education	13	7.6
4. International Studies	11	6.5
5. Psychology	10	5.8
6. Political Science	9	5.3
7. East Asian Languages & Literatures: Asian Studies	7	4.1
Science	7	4.1
Art	7	4.1
8. Foreign Language	6	3.5
Sociology & Anthropology	6	3.5
9. Linguistics	5	2.9
English	5	2.9
10. Physical Education	4	2.3
11. History	3	1.8
Law	3	1.8
12. Comparative Literatures	2	1.2
13. Music	1	0.6
Subtotal	171	(78.4)
Undeclared	47	(21.1)
Grand Total	218	(99.5)

Source: Derived from Kataoka's 1989 data, personal communication, 1991.

Asian Languages and Literatures and Asian Studies scored only 4.1%, indicating the dwindling interest in studying Japanese for academic reasons alone (Kataoka, personal communication, 1991). The growing need for people in business to learn Japanese presumably provides a more practical rather than a scholarly reason for studying the language. In addition, data from the 47 undeclared students would cause some change in the distribution (see Table 5).

Table 6 shows a different analysis of the data collected by Kataoka in 1989, and offers comparisons for three major academic categories: the humanities, the social sciences, and the natural sciences. In this analysis, the majority of first year Japanese language students (74.9%) majored in the social sciences, while 21% majored in the humanities and 4.1% majored in the natural sciences (Kataoka, personal communication, 1991).

The goal of first year Japanese language students at the University of Oregon (as of September, 1989) is shown in Table 7. This analysis from data supplied by Kataoka (personal communication, 1991) ranks speaking, reading, and writing skills from 1 to 5 on a novice-to-native scale. Reflecting the change toward learning Japanese for practical reasons, the mean for speaking at 3.67, was the highest of the three skills listed. In the category of native-level speaking skill, 34.4% naively believed they wanted to

Table 6. University of Oregon First Year Japanese Students' Major in Three Academic Categories, September 1989

Category	Number of Students	Percentage
Social Sciences	128	74.9
Humanities	36	21.0
Natural Sciences	7	4.1
Total	171	(100.0)

Source: Derived from Kataoka's 1989 data, personal communication, 1991.

Table 7. Initial Goals of University of Oregon's First Year Japanese Language Students, September 1989

	Novice				Native	
Level	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Mean
Speaking (n=215)	9.7	8.8	20.5	26.5	34.4	3.67
Reading (n=214)	10.7	5.6	23.3	37.9	22.4	3.56
Writing (n=213)	8.9	11.3	20.7	33.8	25.4	3.55

Source: Derived from Kataoka's 1989 data, personal communication, 1991.

achieve smooth, intellectual conversation on any topic. The mean for reading, at 3.56, and writing, at 3.55, show that the rank order of these two skills agrees with the order of increasing difficulty of the four language skills--speaking, listening, reading, and then writing (see Table 7).

The majority of first year Japanese language students intended to achieve middle to fairly high competency in speaking, reading, and writing, as shown in Table 7. Since the University of Oregon Japanese language program provides 150 hours of instruction each year, a total of only 600 hours of instruction is available during the entire four year program. Ommagio (1986) reports that students can attain only an intermediate level of competency after 540 hours of instruction. Thus, an advanced level of competency may be impossible to achieve during a four year language program that provides only 600 hours of instruction. It appears, then, that first year students' goals are too high for the present programs.

Goals change, however, as classes proceed. After an initial two months of instruction, students become less optimistic about their ability to learn Japanese easily. According to Hayashi's (1990) research on students' beliefs about Japanese language study, 17% of 183 students believe they cannot become fluent in the language with only one hour per day of college instruction. In addition, 22% believe it

will take 5 to 10 years to accomplish fluency (Hayashi, 1990).

Comparing the goals of first year Japanese students, both those with and those without high school Japanese education, the mean of desired achievement level for speaking was higher than for reading, and the mean for reading was higher than for writing (see Table 8).

Table 8. Initial Goals of University of Oregon First Year Language Students With and Without High School Japanese Language Education, September 1989

Category	Mean With High School Japanese (n=44)	Mean Without High School Japanese (n=174)	2-Tail Prob.
Speaking	3.68 (n=44)	3.67 (n=171)	.945
Reading	3.61 (n=44)	3.54 (n=170)	.724
Writing	3.43 (n=44)	3.59 (n=169)	.462

Source: Derived from Kataoka's 1989 data, personal communication, 1991.

An analysis of the means by t-test checked for significantly higher goals held by one group compared with the other. As a result, the 2-tail probabilities (testing which mean difference would be greater) scored greater than .05.

Thus, the hypothesis that the goals of one of the groups (students with or without high school Japanese language instruction) was more significant than the other was nullified. Both groups, therefore, hold similar goals for speaking, reading, and writing, regardless of previous high school Japanese language instruction.

CHAPTER III

SURVEY

Introduction

In this study, three types of surveys were conducted to analyze Japanese language programs at the University of Oregon and in high schools in Oregon. These were: (a) the ideas of University of Oregon Japanese language program students with high school Japanese education; (b) high school teachers' ideas on Japanese language education; and (c) the ideas of high school students in Japanese language programs.

University of Oregon Japanese Language Students With High School Japanese Training

The intention of this survey was to define the circumstances of students in the University of Oregon Japanese program during spring term 1991 who had received previous high school Japanese language instruction. Out of 60 questionnaires distributed to students with high school Japanese instruction, 49 responded, a return rate of 80%. One questionnaire was unusable due to incomplete responses. The

analysis of the survey is therefore based on 48 completed questionnaires.

The survey was constructed to answer the following three questions:

1. What percentage of high school Japanese learners is placed in the first year college Japanese program?

2. Why do students continue to study Japanese?

3. What problems do students face in the college Japanese program?

Students' Major, Placement in College, and High School Background

Of the 48 subjects, 39% listed East Asian Languages and Literatures as their major. Business Administration, at 18%, was the second largest major. The remainder were spread among nine majors: Political Science, English, Asian Studies, Art, Education, International Studies, Linguistics, Science, Journalism, and Undeclared. When East Asian Languages and Literatures and Asian Studies are combined, 45% of the respondents majored in Asia-related studies (see Table 9).

At the time of survey, the 48 student subjects with previous high school Japanese language training were in first to fourth year university Japanese language programs. Upon entering the university, 67% had been placed in the

Table 9. Starting Level of High School Japanese-Educated Students At the University of Oregon in 1990-91

Year of Program	No. of Students	Percentage	
1	32	67	} 80
1 (Accelerated)	6	13	
2	6	13	
3	2	4	
4	2	4	
Total	48	101	

first year program. If the students from the Accelerated first year program (13%) are added to those in the first year program, 80% of students with previous high school Japanese instruction began Japanese language study in college from the beginning, despite their high school Japanese language experience.

More than half of these students had studied two or more years of high school Japanese (see Table 10). Within the range of one to five years of study, the largest proportion, at 37%, concentrated in the two year category; the second largest concentration, at 26%, is found in the three year category. Nearly half the students placed in first

Table 10. Number of Years of Japanese Taken in High School by Students Placed in First Year Japanese At the University of Oregon in 1991

No. of Years	No. of Students	Percentage
1	7	18
2	14	37
3	10	26
4	6	16
5	1	3
Total	38	100

year university Japanese had previously studied the language for more than three years.

Accordingly, the question arises: Does high school Japanese language instruction raise the level of proficiency to university levels? If the quality of high school education programs are analyzed according to (a) the delineated pace of progress and (b) the quantification of the depth of each step toward progress, the answer appears to be negative. This will be discussed in Chapter V.

Beside formal high school Japanese language instruction, the informal experience of living with a Japanese host

family can be analyzed. The comparative t-test of 13 students with and 35 students without such experience in high school shows no significance regarding placement in college. Both result in the mean of approximately a 1.2-year level.

Table 11 illustrates the correlation between the time spent with a host family and placement in college Japanese. Time periods range from less than three months to six to twelve months. Although a longer time period offers greater possibility of higher level placement, more than three students out of five with six to twelve months' experience were still placed in first year college level Japanese.

Perhaps a major factor in determining students' progress concerns the degree of students' study of the Japanese language prior to living in Japan and the content of the programs in Japan. No information about these factors is included in this survey.

The grading scale set by the University of Oregon Japanese program placement test is the final screening device. The test consists of two parts: writing and speaking. The grading scale of the writing portion is: grammar (55 points), writing (55 points), reading comprehension (60 points), aural comprehension (50 points). With 220 points as a perfect score, the arbitrary classification is 0 to 90 for first year placement, 90 to 130 for second year, 130 to 150 for third year, 150 to 180 for fourth year, and above

Table 11. Time Period Spent With a Host Family in High School and Placement in the University of Oregon Japanese Program in 1990-91

No. of Months	1st Year	2nd Year	3rd Year
0.5-3	7	1	0
3-6	0	0	0
6-12	3	1	1
Total	10	2	1

180 for fifth year placement. The speaking section is an oral interview following the format of the ACTFL Oral Proficiency Interview.

Interest and Problems High School Japanese-Trained Students Face in the University of Oregon Japanese Program

Although as many as 80% of all high school Japanese-trained students are placed in first year level classes, students are still interested in studying Japanese. The questionnaire asked subjects to check three applicable reason for continued Japanese study in college. The popular reasons were: "Interest in culture and people of Japan" (63%), "Increasing career opportunities" (61%), and

"Planning to go to Japan in the near future" (41%). Those who were considering exchange programs in college were part of the group who were: "Planning to go to Japan in the near future." Other interests were: "Desire to do something different" (27%), "The wish to communicate with relatives and in-laws" (27%), "The need to retain Japanese knowledge already gained" (25%), and "The concern for using Japanese as a tool to do academic research" (25%). The percentage of subjects in the research-oriented interest category contrasts sharply with the findings of the early 1970s (79%) (Massey, 1976).

Although students' interests are representative of their positive attitudes, they find some common problems while taking Japanese in college. The questionnaire requested subjects to check all applicable problems. As Table 12 shows, of the four skills of language (speaking, listening, reading, and writing), speaking proved most difficult, followed by listening, writing, and reading. Writing Japanese is less of a problem compared to speaking, because of substantial training in writing hiragana (Japanese alphabet for describing Japanese words) and katakana (Japanese alphabet for describing non-Japanese words), with some knowledge of kanji (Chinese characters for describing Japanese words).

Table 12. Problem Rating of Four Language Skills At the University of Oregon by High School Japanese Trained Students in May 1991

Problem	Speaking	Listening	Writing	Reading
No. of Students out of 48	17	14	11	9
Percentage	35	29	23	11

As their most significant problems, students listed speech level complexities (31%), emphasis on speaking (19%), increased intensity and speed of teaching method (15%), romanized writing system of the assigned textbook (13%), and quantity of homework (10%).

The advantage and merits students with high school Japanese language training experienced were another aspect of interpretation, as discussed below.

Problems Faced by First Year Students With High School Japanese Education at the University of Oregon in 1991

Seventeen students with previous high school Japanese language education were in the first year Japanese program at the University of Oregon in the spring term of 1991. Table 13 indicates the length of their high school Japanese programs in relation to the kinds of problems these students

Table 13. Kinds of Problems and Rating of High School Japanese Learners Placed in the First Year Japanese Program At the University of Oregon in 1990-91

Problem	Number of Years in High School Japanese Instruction			
	1 (n=4) (%)	2 (n=5) (%)	3 (n=5) (%)	4 (n=3) (%)
Too Quick	50	25	20	0
Too Slow	0	0	0	33
Speech Level Hard	0	25	20	0
Speaking Ability	50	75	80	33
Listening Ability	25	25	60	33
Reading Ability	50	25	0	0
Writing Ability	50	25	0	33

faced. While the first year college Japanese program progresses too rapidly for two out of four respondents with one year of high school Japanese language study, the rate decreases as the length of study in high school increases. The first year college class was too slow for one out of three students with four years of high school Japanese language study. Reading and writing were less of a problem after three and four years of high school Japanese language study, although speaking and listening continued to be problematic despite longer periods of study in high school,

regardless of the number of years students received instruction.

High School Japanese Programs in Oregon

Seven of ten Oregon high school Japanese language teachers answered the questionnaires, a response rate of 70%.

Gaps Among High School Japanese Programs

Each high school Japanese language program has its own teaching goal. A scale of one to six on the questionnaire signifies the components of language learning (speaking, listening, reading, writing, grammar, and culture), providing analyzable data to determine teaching goal means.

Judging from the setting of teaching goals for first- to fourth year high school Japanese programs collected from the seven replies (with some multiple answers), first year programs indicated the most variability, as indicated in Table 14. Although three of the seven teachers answered that listening was the primary goal, two claimed speaking, writing, reading, and grammar as the primary goal. It can be inferred from this wide range of language learning components assigned as a primary goal that high school teachers have different teaching goals.

Table 14. Teaching Goals for First to Fourth Year High School Japanese Language Programs by Seven Schools in Oregon in 1990-91

Teaching Goals	1st Year	2nd Year	3rd Year	4th Year
Speaking	2	2	4	3
Listening	3	5	3	1
Writing	2	1	1	0
Reading	2	1	2	0
Grammar	2	2	1	0
Culture	0	0	0	0

The seven high school Japanese language teachers set all five components (speaking, listening, reading, writing, and grammar) as the primary emphasis of the first year programs. Teachers held their own views on emphasis.

The stratification of goals for the second year of language study reflects a more fixed tendency. Listening is the primary goal claimed by five of the seven teacher respondents. Within the same numerical standard, speaking holds second place. The prioritization of speaking as the primary goal appears for the first time in the third year, superseding listening. The setting of teaching goals for the fourth year is similar to the third year programs, in that speaking ranks as the primary goal. Writing, reading,

grammar, and culture have no ranking for the fourth year level. One reason may be that teachers can no longer handle those areas skillfully.

High School Students' Positive Reaction to Speaking Activities and Request for More Culture

The ten largest high school Japanese language programs in Oregon (see Appendix A) were set as the target sample. Eight hundred copies of the questionnaire were distributed to high school Japanese language students in those ten high schools in May, 1991. Eight schools answered, resulting in 516 responses, a response rate of 64.5%.

No previous study was available to analyze high school Japanese language students' views in Oregon. With neither the necessary data nor any available analysis of high school language programs, assessing the sources of the problem which culminates in the form of unskillful articulation becomes difficult. Therefore, the present study of high school students' views on Japanese language study is significant.

The analysis of the responses shows enrollment figures for each level, reasons why students take Japanese, types of highly motivating classroom activities, kinds of activities students request, average hours of study time at home, and whether students plan to continue Japanese study in college.

Table 15 shows the total enrollment figure for each level. Slightly more than half of the respondents were taking first year Japanese; about a quarter were at the second year level. Thus, the majority were enrolled at the beginning and intermediate levels. Very few students were taking advanced-level Japanese.

In asking about high school students' reasons for taking Japanese, respondents were asked to check all listed reasons with which they identified. Space was provided for writing additional reasons.

Table 15. Enrollment of Eight High School Japanese Language Programs in Oregon in 1990-91

Year	Number	Percentage
1	279	54.3
2	132	25.7
3	72	14.0
4	25	4.9
5	5	1.0
6	1	0.2
Total*	514	100.0

*Note: Two responses were missing from the total of 516.

Students responding to this survey reported that the seven major reasons for taking Japanese were: (a) interest in knowing more about Japan; (b) appeal to qualities of difference and challenge; (c) fascination with Japanese culture; (d) desire to visit Japan as soon as possible; (e) the wish to get a job related to Japan; (f) fulfillment of college entrance requirement; and (g) desire to study in Japan while in high school. Table 16 shows the number of responses answered and the corresponding percentages for each reason.

Beside their interest and fascination with Japan, high school students take Japanese because the language is different and challenging. As many as 66.7% of the students mention this as a reason.

Students were asked to respond to a check-list of classroom activities that motivated them. Space was provided to write additional descriptions of activities unavailable on the list. The principal six classroom activities that motivated students responding to this survey were: (a) dialogue drills with classmates; (b) question and answer drills; (c) writing exercises; (d) creating short conversations; (e) reading exercises; and (f) kanji practice. Table 17 delineates the number of positive answers and the percentages for each kind of classroom activity.

Table 16. The Seven Primary Reasons Why Oregon High School Students Study the Japanese Language, May 1991 (n=516)

	Reason	Number	Percentage
1.	An interest in knowing more about Japan	357	69.2
2.	An appeal to qualities of difference and challenge	344	66.7
3.	Fascination with Japanese culture	254	49.2
4.	Desire to visit Japan as soon as possible	252	48.8
5.	The wish to get a job related to Japan	210	40.7
6.	Fulfillment of college entrance requirement	193	37.2
7.	Desire to study in Japan while in high school	179	34.7

Table 17. The Six Most Motivating Classroom Activities Claimed by High School Japanese Language Students in Oregon in May 1991 (n=516)

	Activity	Number	Percentage
1.	Dialogue Drills With Classmates	274	53.1
2.	Question and Answer Drills	265	51.4
3.	Writing Exercises	244	47.3
4.	Creating a Short Conversation	225	43.6
5.	Reading Exercises	223	43.2
6.	Kanji Practice	188	36.4

Three of the top six activities are related to speaking, two to reading, and one to writing. From these results, it appears that high school students are motivated to do more speaking than reading or writing.

An open-ended question asked: "What other types of exercise do you want to do in class?" There were four significant responses: students asked for more culture, more speaking, more games, and more use of video and T.V. (see Table 18).

Table 18. Classroom Activities Most Wanted by High School Japanese Language Students in Eight Schools in Oregon in May 1991 (n=516)

	Activity	Number	Percentage
1.	Culture	110	21.3
2.	Speaking	63	12.2
3.	Game	45	8.7
4.	Video and T.V.	29	5.6

Although culture is not considered a most important emphasis in learning Japanese in high school (see Table 14), students claim that they want more culture-oriented

exercises, as indicated from the high (49.2%) rating of the reason students study the Japanese language ("Japanese culture is fascinating"). The discrepancy between students' motivation in studying the language and teachers' ordering of goals may be the cause of this request for more culture in class. Speaking received the second highest request, following culture. This shows relationship between students' high motivation for speaking activities, as indicated in Table 17.

The reported average time high school students spend studying Japanese at home was 0.56 hours a day. Considering the relatively busy schedule most high school students must keep when they take more than six classes a day, this is a reasonable length of time. Some (16.3%) respondents answered that no time was spent studying Japanese at home, while 38.3% spent less than 0.50 hours a day studying Japanese at home.

In response to the question asking about plans to continue studying Japanese in college, 68.4% answered positively, 15.5% responded negatively, and 15.9% were unsure. According to the 117 subject responses to the open-ended question, the main reason for continuing is that "it is necessary for business."

Differences Between High School and University Levels

Although there may be more high school students who will advance to take third, fourth, and fifth year Japanese due to the development of Japanese language programs in high schools, the majority of high school trained students are taking first and second year programs in college. This may occur because there are still so few programs in high schools offering third, fourth, or fifth year Japanese. After graduating from high school, motivated students continue to study Japanese in college. In Oregon, such high school trained students may enter the University of Oregon, which has one of the largest Japanese language program in the U.S.

Despite the scale of the program, the problem of articulation between high school and university Japanese language programs exists. At the University of Oregon, most students who studied Japanese for more than two years in high school are still placed in the first year program with total beginners. Because there is so much repetition of high school learning in the first year university program, this placement is unsatisfactory to students with high school Japanese language experience. It is also inappropriate and dysfunctional to have students with extremely differentiated abilities in class together. In addition, some students could

not have been admitted to the second year program. Such students often receive no guidance and may become discouraged.

One reason why many students with high school Japanese training end up taking first year university Japanese classes may be due to the acceleration between first year and second year university Japanese compared to the high school Japanese curriculum. The pace of learning in high school classes compared to university classes is apparently quite different. Questions concerning the curriculum contents in both institutions deserves thorough analysis, e.g., whether grammar is taught constructively and if speaking skills are approached in a communicative manner in high school. Teacher qualification also needs to be examined; whether the teacher is certified or has only an emergency certificate suggests another problem.

If the discrepancy between high school and university Japanese language programs is not alleviated, the important experience of having studied Japanese in high school will be significantly wasted. Since Japanese is ranked as a relatively difficult language by Liskin-Gasparro (1982), a smoother transition between high school and university Japanese programs is necessary to help students in their pursuit to learn Japanese.

CHAPTER IV

INTERVIEWS

Based on the preceding surveys on the University of Oregon Japanese language students with high school Japanese education and the high school Japanese language programs of Oregon, further discussion proceeds by analyzing interviews. Three kinds of interviews make up the analysis: (a) university students with high school Japanese language education; (b) university Japanese language instructors; and (c) high school Japanese language teachers.

University Students' Interviews

The preceding survey on the Japanese language students at the University of Oregon with high school Japanese education indicated that as many as 67% of high school graduates entered the first year program and 13% enrolled in the Accelerated Japanese program. According to the survey conducted in the 1990-91 academic year, 13% of the students were placed in second year Japanese and 4% were placed in third year and fourth year, respectively.

In arranging interviews in February, 1992, with university students with high school Japanese education, it was

possible to form the following four interview groups: (a) six high school graduates entered regular first year Japanese; (b) four joined Accelerated Japanese; (c) one was placed in third year Japanese; and (d) two were placed in fourth year Japanese. No candidate who entered second year Japanese was available at that time.

The interviews focused on the following seven points: (a) the reason for starting to take Japanese in high school; (b) situations of high school Japanese class; (c) the reason for continuing to take Japanese in college; (d) the difference between high school and college Japanese programs; (e) the advantage in first starting college Japanese after high school training; (f) the disadvantage or difficulty in first starting college Japanese after high school training; and (g) advice for high school and college Japanese programs.

Since the first three points pertain only to high school Japanese language education, the analysis of that part covers all four levels of interview groups together. The first section on interviewees' interpretations of high school Japanese language programs, problems, and benefits presents the discussion of these first three questions. The second section on interviewees' notion of college-level Japanese language programs analyzes the next three questions. The last question on advice is discussed in the

section called "Advice for High School and College Japanese Language Programs."

University Students' Interpretations of High School Japanese Language Programs, Problems, and Benefits

Students have many reasons for taking Japanese in high school and for choosing to continue studying the language in college. According to the interviews, two frequent explanations for beginning Japanese study in high school was personal influence by exchange students from Japan and to obtain better jobs in the future. Although the presence of exchange students was not among the top seven reasons for starting Japanese in high school, college student respondents' reported that their interest in Japan was stimulated by their Japanese friends. Future job concerns corresponds to the fifth leading reason, "The wish to get a job related to Japan," answered positively by 41% of the high school student respondents in the survey.

The most frequent reasons for continuing to study Japanese in college were enjoyable high school Japanese experiences regarding cultural interest and better job availability. It is worthwhile to observe that while cultural interest is one reason given to continue Japanese study in college, high school Japanese classes place little emphasis on culture. Other reasons for continuing Japanese study were

the plan to major in Japanese in college and the wish to return to Japan after being on exchange programs.

The following differences between high school and college level Japanese language programs were significant to the respondents. High school Japanese language programs seemed easy and the pace was slow; the grammar was relatively unstructured, and speaking was emphasized less and writing emphasized more. In college, the Japanese program was faster paced, with precise grammar explanation and considerable emphasis on speaking in an attempt to help students develop communicative competence.

High school classroom activities that respondents enjoyed and felt were beneficial were: question-and-answer type of drills, pair work exercises, role playing to perform creative skits, watching and discussing videos, kanji practice in groups, and writing sentences with new grammar and kanji. Problems in high school Japanese programs were defined as: too little grammar with inadequate explanation and no expansion or application, meaningless and repetitive drills which caused a limited scale of speaking, uncreative translation of sentences, and lengthy kanji exercises.

The treatment of grammar was problematic in high school, causing students to become frustrated and to lose interest. Although students were expected to understand and use particles, no clear explanation was ever given. Drills

intended to train students to master new patterns were missing functional points, and the drills were boring and meaningless. Even if students enjoyed studying kanji in class as a group, the enjoyment changed into desperation at home when, according to some respondents, they had to practice on kanji work sheets for hours. Since, as noted in the survey, an hour is twice the average amount of study time spent by high school Japanese students, the negative feelings students felt were undeniable.

One of the problems of high school Japanese language programs originates from using handouts rather than using textbooks effectively. Despite the increasing number of high school Japanese language textbooks on the market, some teachers continue to use handouts instead. Since teachers' ability was not very high among high school Japanese language teachers, their efforts to create teaching materials instead of using textbooks is risky. And while many textbooks are being introduced, some teachers do not use them constructively.

To improve textbook use, the following case study presents a possibility. One student used the same textbook in both high school and college Japanese programs. This appeared to be an ideal situation. However, since this student enrolled in the college program more than a year after finishing the high school class, as a result of the

interruption, the student had to begin again. Nonetheless, if the same textbook can be used in both high school and college, it might prove an effective bridge between the two.

In most cases, culture was treated as a supplementary topic, as part of class discussion in understanding the Japanese language. In some schools, culture was taught in the form of explanation of Japanese history as a way to introduce "big c" Culture (Seeyle, 1984). More versatile types of teaching of culture are needed. For example, some videos on Japanese school life, sports activities, and television shows would appeal to high school students.

University Students' Notion of College Level Japanese Language Programs

The second part of the interview questions focused on the starting levels in college. The three points were: (a) the respective college Japanese class levels; (b) advantage in college with high school Japanese; and (c) the difficulty of resuming Japanese in college.

The background in high school Japanese language education varied among interviewees. Within the six high school graduates who entered the regular first year Japanese classes in college, three had four years of Japanese, one had three years, one had two years, and the last one had one year. The four students who joined the Accelerated Japanese

had four, three, two, and one year of high school Japanese programs. Both groups of high school graduates who were placed in third and fourth year college Japanese programs had four years of high school Japanese, including one year of an exchange program in Japan.

The typical findings about the college Japanese programs were the emphasis on speaking and grammar. Stress on writing and reading was also evident in some courses, such as Accelerated Japanese.

The regular first year program was geared towards functional use of Japanese with much emphasis on speaking. Writing and reading were less emphasized. Regarding grammar, reviews such as how to use particles were helpful, even for students with three to four years of high school Japanese language education.

The Accelerated Japanese program placed emphasis on grammar and provided more precise explanations. It required hard work based on an intense pace of study, covering a two-year program in only one year. Thus, much speaking, writing, and reading were expected in the Accelerated Japanese program, and studying grammar was also important. Subsequently, adaptation to the fast pace of the class in the first two months of a new school year was difficult for students with high school Japanese education.

One encouraging finding concerning the Accelerated program was that, despite the demanding course which met eight hours a week, the Accelerated Japanese classes were always stimulating for the students. This indicated that Accelerated Japanese accommodated students with high school Japanese who had not achieved the second year level in college, and that it gave them the opportunity to advance more quickly than beginners (Fujii, 1989).

Third and fourth year level Japanese required considerable homework to train students to read and write in new ways and to develop a larger vocabulary. The amount of homework seemed excessive for one third year student. The fourth year program maintained a strong interest in business-oriented context leading to realistic, functional conversations. Even if the fourth year program did not put its main emphasis on business, it was one high school Japanese educated freshman's perception that some exercises were difficult due to a business-flavored orientation.

Analysis of the advantages of starting college Japanese for those who have had some Japanese in high school reveals key elements to consider in designing the ideal articulation between high school and college Japanese programs. The advantages of relearning knowledge gained in high school Japanese about grammar in the beginning levels and the maintenance of speaking skills in the higher levels were evident.

Regular first year students with four years of high school Japanese commented that the first two college terms were good reinforcement to consolidate Japanese grammar learned in high school. The confidence and relaxation in participating practices helped these students learn better.

The fast-paced Accelerated Japanese student with four years of high school Japanese thought that experiences in high school programs were generally good. The respondent with three years study found that the course was fairly easy and had no problem in orthography. None of the students in Accelerated Japanese had problems with orthography. Regarding speaking, the respondent with four years of Japanese language background thought that acquired conversation skills in high school were fine as an introduction. A good knowledge of grammar was quite important for a student in an Accelerated Japanese program. The student with three years of experience expressed this finding based on the student's accomplishment in high school.

For the student who enrolled at the third year level, the speaking ability gained during an exchange program to Japan was essential. The fourth year students thought that speaking was easy and smooth; they had been trained by various pragmatic practices in high school, including studying in Japan. The level of the fourth year course was high

enough to maintain the speaking skill acquired through the exchange program experiences in Japan.

Regarding the difficulty of studying college Japanese programs, grammar, speaking, reading, and writing all presented some problems. This may be due to the lack of exercises in high school Japanese to learn the language in depth. The need for more communicative-oriented speaking exercises in high school was evident (see Appendix B). Although reading and writing tended to be less of a problem than speaking, studying of these two skills in college was difficult because of the fast pace and the large amount of work. Despite good grammar explanation in college, particles remained difficult for the students with previous high school Japanese language experience, as with the other students.

Concerning speaking skills, respondents reported that there were too few speaking exercises in high school. Some practices consisting of a question-and-answer pattern were difficult for first year college students with one year of high school Japanese. One student in the regular first year college program who had had three years of high school Japanese was shocked at how difficult it was to speak Japanese in the college class. The pace of speaking exercises was brisk even for the Accelerated program students with two and three years of high school Japanese; they needed more time

to think. The speech level requiring the use of honorifics was difficult for the fourth year starter.

Due to the faster pace of the college curriculum, first year reading and writing tended to be difficult for a student with only one year of high school Japanese. Similarly, in the Accelerated program, reading was difficult for the student with three years of background because more time had to be allocated to comprehension. In the third year program, reading and writing also received discouraging comments. Because of students' bewilderment at the rapid pace of instruction, it was possible to follow the progress of the third year class only if students could obtain appropriate personal guidance from the instructor.

The difficulty of grammar regarding particles was evident. High school Japanese did not help. To the first year students with high school Japanese language education, understanding particles was a big problem; it was sometimes extremely hard to understand particles even in college classes.

Advice for High School and College Japanese Language Programs

Based on the understanding of the advantages and disadvantages of respective levels of the University of Oregon Japanese programs, the general advice for high school and

college Japanese programs developed as follows. Well-structured teaching which sets a faster pace of programs and more conversational activities to enhance speaking skill is important. A suggestion by the Accelerated Japanese students was that more short story reading was important in high school.

The recommended teaching element to be continued in high school Japanese classes was the introduction to Japanese culture. Students felt that the information was very helpful and guided the pursuit for the studying of the Japanese language in college. Although it was not a major topic, the same third year student expressed the value of exchange programs in Japan as a different way of studying. This is understandable because the students who were placed in third and fourth year college Japanese programs all experienced exchange programs in Japan.

The advice for college Japanese program came only from the regular first year program and Accelerated program students. They thought that the college program needed to understand the adjustment problems for high school Japanese educated students facing the faster pace of college-level Japanese language education. As an example, the knowledge of grammar, especially particles, turned out to be so problematic that learning sometimes seemed hard. But some previous knowledge about particles was helpful in studying,

compared with complete beginners in college. Students in the Accelerated program felt that more speaking was necessary to enhance conversational skills, and they also asked for more reading to raise practical reading skill. This request would be realized by the third term short story reading sessions. The learning goals held by beginning level college Japanese language programs were highly demanding. It seemed to reflect the students' rush to learn the language successfully after several years of slow-paced high school Japanese education.

University Japanese Language Instructors

To understand the present situation of the university Japanese language programs receiving high school Japanese educated students, interviews with university Japanese instructors were informative and thought-provoking: two instructors at the University of Oregon were interviewed in person, one instructor at Oregon State University was interviewed by phone, one University of Hawaii professor was interviewed in person, and one undergraduate academic adviser at the University of Hawaii answered interview sheets in writing.

The interview questions were on the following five points: (a) the difference between high school and college

Japanese programs and classroom situations; (b) how often and in what manner one meets with high school Japanese language teachers; (c) strength and weakness of high school Japanese educated students in college programs; (d) problems with high school Japanese educated students and the reason; and (e) request for high school Japanese language students and teachers.

University Japanese Language Instructors' Thoughts on High School and University Japanese Language Programs: Problems and Benefits

According to university Japanese language instructors, curriculum, teaching goals, classroom management, teacher qualification, students' learning strategies, grammar, and speaking skill all had some problems in high school Japanese language programs. Writing skill (orthography) gained in high schools was beneficial.

High school Japanese programs had different curricula among themselves. Also, due to unclear teaching goals, the curricular differences even between some grade levels within the same high school program were evident due to the lack of communication.

Regarding the setting of teaching emphasis, university faculty admitted that high school Japanese language programs had too flexible teaching objectives to serve younger

students with immature, unproductive learning styles. According to the interviewed University of Oregon instructors, one teaching goal of the university was to serve those who needed to fulfill the two year foreign language requirement for the bachelor of arts degree. The functional goal was to train the students to be orally proficient. However, high schools had no explicit, feasible teaching goals.

While the university Japanese language programs had a clear teaching goal aimed at enhancing speaking skills especially, high school programs did not achieve good speaking skills. Concerning this difference, however, the University of Hawaii adviser wondered whether high school Japanese programs should have the same teaching goals as universities. The reason was that high schools served different populations, and it was natural that their priorities should differ.

High school students' desire to speak with the assistance of attractive and entertaining teaching approaches such as group activities and games seemed to be in line with proficiency-oriented teaching. Therefore, interesting pedagogical techniques were indispensable in motivating students to study. However, few high school Japanese language teachers were trained well enough to serve these needs and utilize such innovative teaching approaches.

Concerning teacher qualification, some teachers in Oregon were not foreign language teachers, but science or social studies teachers teaching Japanese as their second teaching subject. Furthermore, the poor quality of teachers meant inappropriate guidance for students who did not have appropriate and effective learning strategies. The students needed to receive effective advice from well trained Japanese language teachers to learn how to study a foreign language in high school (Hayashi, 1988).

More college students had good learning strategies than did their high school counterparts. High school teachers tried to guide their students in learning strategies similar to those in college. If university students have serious problems in learning Japanese, they can attempt to remain in class by receiving assistance from instructors, or they can drop the class in the middle of a term. In high school, dropping a class was not an easy or typical option.

The University of Hawaii professor and the University of Oregon instructors pointed out that high school Japanese trained students did not have solid grammar. Students were incapable of writing sentences because of this weakness in grammar. The University of Hawaii adviser suggested that high school classes may have students of widely varying language proficiency levels.

To the university instructors, the benefit of high school Japanese language education was orthography skill in writing hiragana and katakana. The high school Japanese trained students' knowledge of hiragana and katakana was satisfactory. The students did not need to learn the writing systems in the beginning level courses. Concerning kanji, however, although learning kanji provided very high motivation for high school students, teaching them without context was unsatisfactory. In some cases, studying how to write thirty kanji in class could be fun, but if how to use them in sentences is not taught, it cannot be recommended as a technique. On the whole, high school Japanese educated students' orthographic skills were sufficient to continue studying Japanese at the first year level in college.

Understanding the differences between high school and college Japanese language programs seemed particularly difficult without good information from both sides. The existence of limited networking between college and high school Japanese programs was evident. Although there were some meetings on articulation available at conferences as reported by the University of Hawaii professor, the opportunities were not available for those who could not attend such conventions. In Oregon, the only opportunities university instructors had to meet high school Japanese language teachers was by attending regional conferences, such as the

Council of Foreign Language Teachers (COFLT) and the Oregon Association of Teachers of Japanese (OATJ). Since no one was assigned administratively responsible for the articulation, it was inevitable that only minor communication took place between the University of Oregon or Oregon State University and the local high school Japanese language programs. The University of Hawaii academic adviser occasionally attended articulation meetings and conferences, but on the whole, no regular communication existed between the university and high school Japanese programs.

The University of Hawaii professor suggested that better communication might be enhanced not by universities, but by organizations such as the Association of Teachers of Japanese, Academic Alliances in Foreign Languages and Literatures (a collaboration of high school and college foreign language teachers), and the Hawaii Association of Language Teachers.

University Japanese Language Instructors' Interpretations of High School Japanese Educated Students' Learning in College

Recommendable aspects of high school Japanese trained students were: good orthographic skills in using hiragana and katakana, with the knowledge of numerous kanji. Also, accurate knowledge of many words was present. If students

had solid grammar knowledge, then they could construct grammatically correct sentences. Listening skills were fairly good. Regarding the cultural aspects of language usage, high school Japanese language educated students had considerable knowledge.

The university instructors responded that problems with high school Japanese educated students in college were their lower interests than absolute beginners, sociolinguistically inappropriate knowledge about Japanese, a shaky grasp of basic grammatical structures, and poor speaking skill.

Due to the fast-paced, uninviting review contents of the college-level beginning program in relation to high school Japanese programs, students were bored with the review sessions. For example, writing skill covering hiragana and katakana was such that high school Japanese trained students did not need to review the writing systems in the beginning level courses. This discouraging effect of review sessions is problematic, because this time period can be utilized to prepare and train high school Japanese educated students for college Japanese programs. However, because those students tend not to concentrate on studying, they may easily lose track of their progress, since college beginning level Japanese programs proceeded rapidly. Consequently, some students with a high school background start to fall behind within a year in the first year college program.

Sociolinguistically inappropriate knowledge about Japanese was a problem. For example, although the expression of refusal to offer in Japanese was supposed to be indirect, high school Japanese educated students tended to use direct refusal. Lacking appropriate pragmatics of the Japanese language, the students' notion of Japanese was dry and mechanical. Consequently, their communication strategies are often weak and unconvincing. It was shocking for students to discover these problems at the university level. To compensate for the discrepancy between high school and college Japanese language programs, instructors had offered a detailed explanation on grammar to clarify the situation.

The poor understanding of basic grammatical structures, particularly particle usage, was problematic and also decisive in placing high school Japanese educated student at the first year level. Speaking ability was not satisfactory to begin the second year level.

Advice from University Japanese Language Instructors to High School Japanese Language Teachers

Two different viewpoints were presented. The University of Oregon instructors thought that more communicative speaking practices backed up by good grammar should be available in high school Japanese language programs. Also, although it depends on high school teachers' ability and re-

sources, more carefully planned curriculum would succeed in raising students' grammar knowledge and speaking ability.

To one University of Oregon instructor, it was important to enhance speaking skills by training with shorter and more lively discourse-oriented sentences. The communicative approach to skillfully using grammar patterns was important for high school students to build a foundation of Japanese language learning. With regard to culture, the instructors emphasized the importance of understanding the Japanese culture in both the tradition "capital-C" culture and daily lifestyles culture. High schools should involve both types of cultural teaching to enrich the ideas about the Japanese language. Although it would be limited to a small number of students, more provision for short homestay programs in Japan would be appropriate for obtaining a balanced view of the two types of Japanese culture. Such programs would widen high school students' perspectives, which could contribute much to the understanding of the Japanese language.

The University of Hawaii academic adviser thought that Hawaiian high school Japanese language programs had their own goals and served their own functions. The adviser suggested that only if any particular high school teacher wanted to learn how best to prepare students for the University of Hawaii program would it be possible to make recommendations. His point was that local high school programs did

not exist solely as the preparatory educational system for students to enter the University of Hawaii program.

Attitudes toward articulation regarding requests for high school Japanese programs from the university position differed between the University of Oregon and the University of Hawaii, but neither had close relations with high school programs or exchanged views frequently.

High School Japanese Language Teachers' Interviews

The problems and advantages of classroom situations of high school Japanese language programs in Oregon are the keys to understanding high school Japanese educated students' backgrounds. By interviewing three public high school Japanese language teachers, two non-native and one native speaker, a closer look at high school Japanese language programs was possible. Given that 63% of high school Japanese teachers were non-native and that 37% were native, the kinds of problems that can occur were more related to non-native speakers (Oregon Department of Education, 1992). The interview questions were on the following five points: (a) the reason for choosing to teach Japanese in high school and the classroom situations; (b) work conditions; (c) availability of access to other high school teachers; (d) availability of chance to exchange ideas about articulation

problems with university teachers; and (e) whether the program was run without problems. Based on these questions, the following problems were discussed.

Difficulties related to Japanese language teacher qualifications were apparent. None of the three teachers interviewed had high school Japanese language teacher certification, so problems they reported were related to this deficiency. For non-native speakers, the knowledge of the Japanese language was sometimes inadequate for effective teaching. To overcome this problem, advice provided by Japanese language professors at the University of Oregon and Japanese friends was invaluable. For example, grammar explanation was helpful for high school teachers preparing for classes. Teaching speaking skills was also difficult for the two non-native teachers. While it can be helpful for students to listen to audio tapes and repeat phrases and sentences for mechanical training, no further training related to speaking for fluency was possible without native speaker assistants from Japan.

Unlike other high school foreign languages, such as French, Spanish, and German, the state of Oregon has no textbook guidelines for Japanese. Because teachers felt that the quality of available textbooks was poor, including some that looked like "comic books," some teachers developed their own workbooks and supplementary teaching materials.

Some teachers, however, had few concrete ideas about what to teach in class. As a result of not having reliable textbooks, high school Japanese teachers were so busy creating teaching materials that they felt unable to fulfill other requirements such as counselling school activities. The problem of textbook shortage and a lack of curricula among high school Japanese language teachers must be solved. One way to accomplish this goal is for the state of Oregon to set guidelines for high school Japanese language curriculum and textbooks.

Another problem teachers faced was the shortage of equipment, such as computers and language labs, which were unavailable in most high schools in Oregon. While an audio tape can be played in front of a class, a tape recorder cannot correct students' pronunciation, as can be done productively in an interactive language lab. The use of such a lab to achieve fluency and listening ability is also important.

Although non-native speaker teachers found native speaker teaching assistants helpful in allowing teachers more preparation time, native speaker assistants are hard to find and harder to finance. Unless foundations paid for their services, funding for native-speaker assistants was unavailable. In addition, compared to teaching on one's own, the native speaker teacher thought the burden of

training native speaker assistants to fit into American high school classroom situations would be too complex.

Communication among high school teachers was another fundamental problem. Teachers wished to exchange information with other high school Japanese educators, but it was difficult. They depended on regional conferences, such as COFLT and ATJO. Meetings on a smaller scale have been formed in some areas, but have not yet expanded throughout Oregon. A national-level newsletter issued by the Japanese Language Teachers Network, coordinated by the University High School of the University of Illinois, was somewhat helpful in learning about new trends.

Communication between high school and college Japanese language teachers was also lacking. No organization coordinates meetings designed for both high school and college Japanese language teachers, and regional meetings such as COFLT and ATJO are not popular among college educators. Consequently, no communication occurred concerning problems related to high school Japanese language trained students' performance in college. High school teachers believe it is necessary to exchange ideas with college faculty, and attempts by the Academic Alliance, a collaborative network of foreign language high school and college faculty, is worth noting.

At present, as many as 80% of high school Japanese educated students are placed in the University of Oregon's first year program, and 13% are placed in second year programs. This low rate of students entering higher level classes could be due to the lack of speaking emphasis in the high school curriculum. Information to high school Japanese language teachers concerning what types of questions are given on the placement tests could be helpful. One high school Japanese language teacher thought that high school teachers would agree that using standard achievement tests as a placement test would be fair.

Most high school teachers believed that entering upper level college Japanese language programs would be too hard for most of their students. One teacher thought that, because of the comparatively slower pace and unstructured style of high school Japanese language programs, the average student's ability would not extend to the second year college level, even after four years of high school Japanese language education. Another teacher said that, in order to prepare themselves, high school students should be informed about the college textbook and curriculum. Furthermore, the implementation of college-bound and general-interest Japanese language classes in high school could be helpful for meeting students' needs more accurately.

CHAPTER V

DISCUSSION

Review of Surveys and Interviews

The survey and interviews of this research present many important findings to be considered in improving articulation between the University of Oregon Japanese language programs and high school Japanese language programs in Oregon. The interpretations of the survey and interviews may stand true for other institutions of higher education in Oregon. Without the realization of the improvement of problems in other institutions as well, high school Japanese educated students would continue to have problems elsewhere.

The survey indicated the delineated pace of progress in high schools and the difference of the quantification of the depth of each step toward progress between high schools and the University of Oregon. However, is it that depressing? The comparison of survey and interviews uncovers some new dimensions to be considered: for example, students' motivation, lack of textbooks, teacher qualification, teaching of culture, and teaching emphasis concerning the prioritization of speaking.

High Academic Enthusiasm Among High School Japanese Educated Students

According to the survey, at the University of Oregon, academic enthusiasm and motivation of high school Japanese educated students are higher than those of college level beginners. While 45% of high school Japanese educated students major in Asia-related studies, only 4.1% of college level Japanese language students choose Asia-related studies. This is a positive indication that high school Japanese language teachers have considerable influence on the learning of Japanese. It is an encouraging tendency in the positive evaluation of high school Japanese language education. One reason for this tendency may be interests found by students studying Japanese in high school, including cultural awareness. Although the teaching of culture is reported to be too little, its positive effect shows in this result. Both the survey and the interviews with university students with high school Japanese language education also pointed out two common reasons respondents continue to take Japanese: enjoyable cultural interest and better job availability. Their enthusiasm is high.

Interviews with the university instructors, however, revealed that high school Japanese educated students in college had lower interests than absolute beginners. One problem is their accumulated knowledge about Japanese, but

their lack of the skill in using this knowledge. Bridging this potentially high interest (inferred from their academic major) and low interest due to already attained knowledge about Japanese would be extremely helpful for articulation. To do this, the provision of a course catering to high school Japanese educated students would allow them to realize their ability in appropriate ways in class.

Lack of Textbooks and Problem of Teacher Qualification

The lack of textbooks is a serious issue. Although many teachers supplemented textbooks with handouts, suitable textbooks should be used as a main source of teaching in high school. This would allow teachers more time for satisfactory preparation, rather than rushing to make handouts for every class. High school students need to be provided with useful vocabulary and expressions, situational exercises, and basic grammar in textbooks. Pictures and games could also help enhance students' motivation to study.

Due to the lack of textbooks and the problem of teacher qualification, high school Japanese language teachers face difficulties in managing their Japanese language programs. Owing to poor teacher qualification, such as the inability to train students to speak communicatively, high school Japanese language students are exposed to inadequate grammar

explanation and meaningless drills in an attempt to understand sentence structures and usages. Even when high school teachers spend hours making lesson plans and developing suitable teaching materials, their lack of knowledge makes the effort ineffective. Since high school teachers are already busy teaching and counseling, time available for preparation can be limited.

Although many high school Japanese teachers are certified in other areas, such as English as a Second Language, social sciences, and mathematics, high school Japanese language classes are not taught by trained, certified specialists, a distressing finding. The problem of teacher qualification is a serious issue. It is hoped that Pacific University will soon succeed in providing many well-trained teachers for high school Japanese language programs.

At present, few teachers are being certified because of the many certification restrictions, such as the requirement to pass the standardized National Teacher Examination (NTE) and the California Basic Educational Skills Test (CBEST). Native speakers are unlikely to achieve satisfactory scores on those tests; nonetheless, they are required to prove their ability by taking those tests. More institutions of higher education in Oregon need to provide teacher training courses to confront this shortage of certified teachers.

Teacher training also needs to be provided by universities to improve present high school teachers' curriculum development and teaching skills. Because most high school Japanese language teachers have not been trained to teach Japanese as a foreign language, the provision of basic courses concerning teaching of Japanese as a foreign language would be most helpful. Since high school teachers often do not teach during the summer, such classes in university summer programs might be practical. Without such training, improvement of textbooks would contribute little to the advancement of the quality of teaching in high school Japanese language programs.

Teaching Speaking, Reading, Writing, and Culture

During both the survey and the interviews, it became evident that speaking was emphasized to a greater extent at the University of Oregon than in the high school Japanese language classes. Examination of high school students, however, indicated their positive reaction to speaking activities. The problem was the difference in speaking activities used in high school and in college. While the University of Oregon used a highly communicative approach in helping students speak and function meaningfully, high school students use conventional audio-lingual speaking exercises (see

Appendix B). As a result, high school Japanese language educated students speak more poorly than expected by college instructors. A more communicative approach must therefore be tried in high school Japanese language classes to allow student to speak more functionally.

High schools serve different populations, however, and it is inevitable that their teaching emphasis differs from those of the University of Oregon. If the articulation of both programs are to be realized, then some reconsideration needs to be attempted by both sides. For example, high schools could offer more fast-paced speaking practices by training teachers to teach in the communicative method, although such a method could be a challenge for non-native teachers. The university could assist high school Japanese educated students to be more communicatively competent in class by giving them more time to prepare and perform.

Problems faced by high school Japanese educated students in the first year college program were primarily in speaking, but, according to the survey, reading and writing were also difficult for some respondents. The majority who claimed problems with reading and writing had taken Japanese for only one to two years in high school. According to the interviews, however, speaking was much more difficult than reading and writing. This discrepancy between the survey and the interviews is most likely due to the interviewed

students' length of high school Japanese education (longer than two years). What becomes evident is that speaking is a most difficult achievement, regardless of the length of time one spends in high school Japanese.

Although the teaching of culture attracted much attention from high school students in the survey, teachers' classroom response to this enthusiasm is not yet strong enough. As the interviews revealed, some high schools teach history as culture, but this is just a small category of what the students expect as culture. Students want to know more about the daily life of the Japanese people. A much wider range of culture, especially in terms of "small c" culture, must be provided.

Necessary Provision of More Variety of Courses in Universities and High Schools

High school Japanese educated students tend to lack class motivation to engage in serious day-to-day study of Japanese in college. It seems probable that if high school educated Japanese language students were placed in classes with others with similar backgrounds, these students would be more likely to continue to show motivation in studying Japanese.

Another problem is content duplication. If high school Japanese educated students are placed in a special sections

to study Japanese, then unnecessary content duplication could be avoided. One especially discouraging duplication during first year college Japanese is orthography. If this duplicated component were replaced with other elements, such as grammar, high school Japanese language educated students would more effectively gain new knowledge.

Further Investigations and Suggestions

Lack of Communication Between High Schools and Universities

The lack of communication between high school and college educators, such as a regular exchange of thoughts and ideas about Japanese language education, is a principal problem of articulation. The difficulty of communication between the two often stems from differences in their professional teaching environments (Wilbur, 1981). College faculty have intermittent teaching assignments, private office, and facilities to do research. Public high school teachers have little private space, and seldom have opportunity for planning and research (Wilbur, 1981). To overcome this difference, time and space for both groups need to be provided so they can share their ideas. Considering that high school teachers feel it necessary to participate in teacher training, attending joint workshops might improve this situation. Although there may be limited time for

these attempts in addition to daily teaching, efforts need to be made.

To arrive at some standard ideas on curriculum planning, better channels of communication should be developed between high schools and colleges. Unplanned content duplication and misuse of time is a problem, since it damages students' motivation (Wilbur, 1981). The University of Oregon, for example, could advise high schools to develop certain curriculum to alleviate this problem. Because the university and the high schools serve different kinds of population, however, establishment of closer communication to avoid curriculum duplication may be unnecessary in some cases.

The problem of content duplication was illustrated in the survey when a student with four years of high school Japanese language study found first year Japanese at the University of Oregon too slow, suggesting that there is too little course variety for different types of students. To resolve the content duplication problem and subsequent damage to student motivation, high school and college teachers of Japanese need to talk together at conferences and workshops, such as the COFLT and the ATJO. Both high school and college teachers could present and compare their curricular ideas in such meetings to reach more standard ideas about Japanese language studies.

To understand the situation and improve articulation problems, more communication between the two groups is necessary, and more meetings, preferably held monthly, must be organized so they can sustain closer communication. University of Oregon faculty members are presently too occupied to organize such meetings, so the university's language lab, the Yamada Center, or a group of high school teachers might initiate such meetings. High school teachers and university faculty members need to meet on such occasions to exchange ideas and information to facilitate better communication.

Without state funding, however, a lack of communication between University of Oregon faculty and high school teachers of Japanese will probably persist. High school teachers will then continue to complain that colleges do not show interest in their programs or keep them informed, and college faculty will continue to blame high school teachers for insufficient preparation of college-bound students (Hagiwara, 1983). Based on the establishment of fundamental communication, high schools in Oregon and the University of Oregon could begin to improve articulation. If both high school and college teachers fail to participate in continuous, ongoing communication, their present problems will continue (Stanfield, 1981).

Creating better communication between high schools and a college is not easy, however. Without external pressures

and influences, the individual systems of education would have little reason to pursue a partnership, since they often perceive their missions as fundamentally different (Stanfield, 1981). The appointment of full-time staff to supervise the procedure, such as at the University of Hawaii, would be ideal. One individual would be assigned to be responsible for managing the flow of communication between high schools and universities and for promoting meetings. Unfortunately, no professors presently have time to do this job, and the only possibility is to assign an instructor to do the work.

In choosing between individual or administration departments to administer such a program, it appears that academic departments would be the better choice, since they might have easier access to articulation problems in the field (Stanfield, 1981) and since administrative departments involve more people and might need more time to consider the problems. Matters would probably proceed faster if an academic department coordinated ways to improve articulation problems.

In the state of Oregon, the Planning Group to Develop an Oregon State-Wide Model to Strengthen and Expand Pre-College Japanese Language Instruction, a newly established group of administrators, faculty, and heads of

organizations, could organize to create a closer relationship with high school teachers of Japanese. Articulation workshops could contribute to the establishment of awareness of the importance of closer communication to improve the situation. Both university faculty members and high school Japanese language teachers could then bring their problems to such meetings and try to reach solutions. In addition, journal reading would imbue the members with new trends in foreign language teaching.

Teacher Training Collaboration

Pre-service training is available at the University of Oregon and Pacific University. Since it is desirable to train teachers as much as possible before sending them to classrooms, the pre-service training is very important. It is hoped that other institutions would provide such pre-service training.

In-service training programs, such as a five-week summer institute to train high school teachers to transform them into consultants in their own schools and districts, is recommended (Stanfield, 1981). This would require college faculty members to arrange summer courses, apart from their regular annual teaching load. Funding might be a problem, however.

High school teachers may need financial support to attend such summer workshops, since they would have to stay in Eugene for several weeks and few could attend without financial assistance. At present, the state seems unwilling to provide money for this purpose, unless some specific projects dealing with articulation are established.

To encourage high school teachers to attend in-service training, future salary increases and promotions would be helpful motivations (O'Keefe, 1981). The source of this funding is undetermined, however. It would be productive if school districts could raise money for funding their high school Japanese language teachers. For further training, additional course work might be arranged for high school teachers to pursue after completing summer institutes. If funding is assured, then an intensive in-service training curriculum could be planned to realize this strategy.

Given the rapidly changing field of foreign language education, including the relatively recent advances in communicative approaches, it would be wise for foreign language teachers to participate in a consistent and coherent in-service training program to help their students achieve a smooth transition between high school and college language programs (Rhodes & Oxford, 1988). Organizations such as the National Humanities Faculty (NHF) would be beneficial, where outstanding scholars work with high school teachers in a

cooperative, academic approach that helps establish smooth articulation between high school and college (O'Keefe, 1981). Professional working relationships between teachers and professors in the disciplines can enrich the work of both and, in turn, enrich the quality of programs in the secondary school (O'Keefe, 1981). The improvement of high school Japanese language instruction is the key to create a successful transition from high school to college.

Academic Personnel Exchange and Development (APED) provide programs directed principally at high school teachers in cooperation with college faculty (Adelman, 1983). By seeking both to enrich high school curriculum and to heighten the appreciation of pre-college education on the part of college faculty, APED serves to balance the problem of articulation on both sides (Adelman, 1983). The development of local leadership is essential in managing articulation programs between high school Japanese language programs in Oregon and the Japanese language program at the University of Oregon. APED aims to realize faculty development projects in specific academic disciplines. Therefore, it is possible to apply sensitive leadership to the teaching of Japanese as a foreign language both in high schools and at the University of Oregon.

In principle, basic competence in Japanese as a foreign language should be developed during high school (Wilbur,

1981). This would benefit higher education in that high school Japanese language education would then be at the basic university level of proficiency.

As revealed in this survey, high school teaching must be restructured and gaps removed as much as possible while still accommodating different populations. Because speaking and listening still tend to be difficult in college for students with high school Japanese language education, setting those two skills as prior goals is recommended. In reality, however, since the majority of high school Japanese teachers are non-native speakers, this objective may force them to teach above their teaching ability. Workshops to improve teachers' speaking ability would therefore be valuable.

Application of Placement Tests and the Development of New Courses At the Universities and High Schools

Since placement in college level course is complex, it is desirable that incoming college students take courses that constitute a natural sequel to their previous learning and to bypass courses for which they have already met the proficiency objectives (Hagiwara, 1983). To evaluate students' proficiency, reliable mandatory placement tests must be given. Placement tests should not be refused or disregarded by students. Self-placement should not be acknowledged (Mosher, 1989). Development of binding proficiency-

oriented placement tests to improve articulation of Japanese language study between feeder high schools and the universities in Oregon is necessary (Mosher, 1989).

Adopting standardized exams, such as the competency-based College Board Japanese Achievement Test, now being implemented for its first introduction on April 27, 1993, would be advisable. The test consists of listening, writing, and reading sections. However, because the standard exam has no speaking portion, colleges should provide some supplementary tests.

As acknowledged by the National Survey of Spanish Language Testing for Placement or Outcome Assessment at B.A.-granting Institutions in the United States, almost half their respondents reported using locally developed test other than the Modern Language Association (MLA) or College Board Achievement Tests for incoming freshmen. A single application of the College Board Achievement Test for Japanese may also be inappropriate (Wherritt & Cleary, 1990). Locally developed placement tests that include more speaking and fewer discrete-point grammar types of problems (Wherritt & Cleary, 1990), such as those now administered at the University of Oregon, may be more useful. These locally developed placement tests, which are not text-specific, help the university place students with more accuracy. In addition, teachers watch for students who are doing notably well or

extremely poorly during the first several weeks of the semester (Hagiwara, 1983).

Mandatory assignment of placement exams will be continued by all high school Japanese language trained students entering the University of Oregon Japanese language programs. For those who do not achieve placement at second year level Japanese, a special session of high school Japanese language education needs to be provided. This will serve high school Japanese educated students more suitably by recognizing their prior study.

When compared to high school Japanese language education, both the survey and the interviews characterized the intensity and speed of the teaching method at the University of Oregon as difficult. Student motivation and content duplication were also mentioned. Students with high school Japanese language education need more time to think and to adapt to the speaking-emphasized communicative approach-based university classroom. Again, the difference of teaching method caused this problem.

Regarding the fast pace of college Japanese language programs, the slower pace of high schools received some criticism in interviews. Too little grammar explanation and meaningless exercises contributed to the lack of high school students' skills. Although the pace in high schools should perhaps be conducted with plans toward future college

classes, it is also important to recognize the non-college bound students in the classes. For them, such fast-paced teaching would be unnecessary. Consequently, to serve the variety of high school students interested in studying Japanese, the provision of both college-bound and basic Japanese classes would be desirable. Due to small enrollment size, however, it may not be possible to actualize such a dual scheme. High school teachers would then need to blend both parties' (college bound and non-college bound) learning goals in order to serve their needs.

The existing Accelerated Japanese program at the University of Oregon combines first and second year Japanese within one academic year. In a large institution such as the University of Oregon, this type of course is viewed as necessary for students who are good language learners or who have had previous language experience (Wherritt & Cleary, 1990).

The Communicative Approach of Teaching in High Schools, and Suggestions

While they are adjusting to college, 93% of high school Japanese language trained students are placed in the first and second year Japanese programs at the University of Oregon. After comparing the types of classroom activities at the university and in high schools, it becomes possible to

suggest some advice for high schools. At the university, communicative activities such as reading authentic texts, watching videos, working in small groups, and role playing are abundant. There are fewer traditional activities, such as grammar lessons and repetition exercises in chorus. High school Japanese instruction would benefit from similar communicative instruction, rather than the presently popular highly structured dialogue drills and question-and-answer drills.

Since speaking motivates high school students more than reading and writing, role playing in small groups would likely enhance their communicative skills. Transformation from a teacher-centered classroom to more student-centered communicative activities would be beneficial (Wherritt & Cleary, 1990). To accomplish this, non-native speaker teachers would need to update their own language skills (Rhodes & Oxford, 1988). Considering the overall goals of language proficiency for students, more suitable instruction is necessary, such as studying basic concepts of Japanese.

Effective classroom management is also vital. At present, some classes make unsatisfactory progress due to students' poor attention, lack of motivation, and carelessness. To alleviate this situation, themes related to culture would attract student interest. Inviting native speaker guests to

classes would be one method to stimulate students motivation to study Japanese.

If high school Japanese language education endures constructively, then its contribution will be worthwhile for higher education. At present, high school Japanese language education appears to help students increase their interest in Japanese and form positive attitudes toward studying Japanese. The contribution of high school Japanese language education would be improved, however, if high school Japanese educated students were trained well enough to be able to study Japanese constructively in universities. If their continued interest and discipline are effective in their study of Japanese, then high school Japanese language education will have helped establish a solid background for university students.

CHAPTER VI

CONCLUSION

The problems of articulation of Japanese language programs between high schools in Oregon and the University of Oregon are extremely complicated. Analysis and comparison of both groups were necessary to draw conclusions and make suggestions. This report used statistical and interview analyses to approach the problems. Some external problems also became apparent as the research proceeded. These analyses were worthwhile to investigate the problems and to analyze the present situation.

The present system at the University of Oregon of five levels of courses in addition to Accelerated Japanese does not serve the purpose of articulation well, since there are too few suitable placement opportunities for high school Japanese language educated students. Since 80% of high school Japanese language educated students entering the Japanese program at the University of Oregon place in first and Accelerated levels, students at those levels require special materials and procedures to accommodate their needs. For example, special sections could be provided for high

school Japanese language educated students to help them adapt more quickly to the college program.

Teacher qualification of high school Japanese language programs became one focus of the problem of articulation. At present, although most high school teachers are certified in other areas, such as English as a Second Language, social science, and mathematics, too few are certified to teach Japanese in high schools. To improve the present situation, properly trained teachers of Japanese as a foreign language are needed to serve in high schools. Problems of the less communicative-oriented teaching methods and the slow paced progress might be solved if professionally trained teachers were introduced into the high school programs. To teach high school students at a faster pace, which would make adapting to college Japanese classes easier, textbooks should contain cohesive teaching plans. This problem of pacing, however, concerns both textbook structure and teacher ability.

An appropriate textbook is another important element for enhancing articulation. Without proper textbooks, high school teachers of Japanese must patch together handouts in an attempt to create relevant teaching materials. To help alleviate this problem when textbooks are not available, high school and college teaching staffs could contribute to the creation of teaching materials that would enhance basic

proficiency in the high schools. For those teachers struggling with their high school Japanese language programs, University of Oregon outreach programs, such as workshops teaching material development and other in-service training, could be most helpful.

Writing and reading can proceed quickly for the high school Japanese language educated students with good orthography skills. Writing sentences and paragraphs and reading short stories are worthwhile activities. Using authentic materials to increase proficiency make lessons more meaningful. The present teaching of orthography serves students satisfactorily by teaching them to write hiragana and katakana, but kanji should be taught in a more meaningful way to allow students to understand how each kanji is used, rather than only how each character is written.

Because many high school Japanese language educated students identified speaking the language as difficult, speaking skills should be encouraged, perhaps during a pre-matriculation summer program where students can review their high school Japanese and increase their ability to speak the language (Adelman, 1983). Since high school Japanese language educated students have more problems in speaking than in writing and reading in college, it would be helpful to have communicative-based speaking exercises provided in textbooks, or in approved handouts, and on audiotapes. Group

work based on communicative practice materials, such as conversational role playing and various games, could also be beneficial. In the process of teaching speaking skills, listening skills must also be taught to help conversational activities become more realistic.

Including more cultural information in high school classes could encourage students to continue studying the Japanese language. Sociolinguistically correct Japanese should be taught in connection with cultural matters, such as greeting, inviting, and thanking. Because high school Japanese language educated students later tend to associate themselves academically to Asia-related fields, including cultural elements in lessons should create a deeper understanding of the Japanese language. As a result, students may become motivated to study higher levels of the language in the future.

There are many more problems to consider in improving articulation between Japanese language programs of Oregon high schools and the University of Oregon. Although it may be difficult to begin to solve these problems, it is worth doing. One suggestion is that both groups keep in regular and close contact, since poor communication aggravates the problems. Attending workshops and conferences to exchange ideas freely is essential. Candid talks between high school Japanese language teachers and the faculty of the University

of Oregon Japanese language program would be invaluable in formulating new tactics to remedy articulation problems.

With more than 40 high school Japanese language programs in the state of Oregon, and with 68.4% of high school Japanese language students wishing to continue studying Japanese, the problems of articulation are critically important. This study revealed that high school Japanese language programs would be enhanced by using a communicative-based teaching approach, since student understanding of grammar and acquisition of speaking skills would be increased by training them to use the language more functionally.

It is hoped that this report will contribute to the realization of the need for action to be taken by both high school Japanese language teachers in Oregon and the faculty of the University of Oregon Japanese language program, since closer communication between the two levels might help solve some of the problems of articulation.

APPENDIX A

THE TOP TEN LARGEST HIGH SCHOOL JAPANESE PROGRAMS IN OREGON IN 1990

1.	South Eugene High School	123
2.	Henry D. Sheldon High School	109
2.	Gresham High School	109
4.	West Linn High School	94
5.	North Salem High School	92
6.	Sunset High School	86
7.	Lakeridge High School	85
8.	Lincoln High School	82
9.	Hillsboro High School	73
10.	Lake Oswego High School	62

APPENDIX B

TEACHING METHODS

Grammar Translation:

Association with formal rule statement by the teacher, the textbook, or both. Traditional abstract terminology used. Deductive learning (Koolhoven, 1961).

The Direct Method:

Meaningful practice and exclusion of mother tongue. Generally without the use of abstract grammatical terminology (Lado, 1964).

The Audio-Lingual Method:

Inductive presentation with extensive pattern practice. When grammatical explanation is offered, it is usually done at the end of the lesson as a summary of behavior (Lado, 1964).

Situational Reinforcement:

Language learning in terms of real situations. Essentially inductive and grammatical explanation are minimal part of the language learning experience (Hall, 1967).

Cognitive Code:

Deductive presentation of rules. Emphasis on the individual ability to use order and rules in language in a creative way (Chastain 1970).

The Silent Way:

Makes use of gesture, mime, visual aids, wall charts and particular Cuisiniere rods (wooden sticks of different lengths and colors) to help student to talk (Gattegno, 1976).

Counseling Learning:

Uses group counselling techniques to groups the "community." The teacher "Counselor" translates the learner's sentences into the foreign language, and the learner then repeats this to other members of the group (Curran, 1972).

Communicative Approach:

Teaches language needed to express and understand different kinds of functions. Emphasis on the processes of communication (Richard, Platt, & Weber 1985).

Total Physical Response:

A long period of listening and developing comprehension prior to production. Students need only respond to commands that require physical movement (Asher, 1982).

Suggestopedia:

Careful attention is paid to the affective dimension of language acquisition. The teacher reads language selections in careful synchronization with musical selections to students who had prepared for the session by engaging in relaxation techniques derived from yogic meditation and breathing exercises (Lozanov, 1982).

The Natural Approach:

Greater practical applicability at the elementary level. Emphasis on natural communication rather than formal grammar study. Tolerant of learner's errors. Informal acquisition of language rules (Krashen & Terrell, 1983).

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